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ABSTRACT

This paper defines affective development as, "the growth of an individual's attitudes toward self, others, and institutions." The intent of this paper is to provide educators with the information necessary to use existing measures of affective development in the evaluation of their educational programs. This information includes: (1) a listing of recently designed measures of affective development; (2) a system for classifying these instruments; and (3) a method for evaluating the usefulness and appropriateness of these tests. With these resources, educators can have a systematic method for identifying, evaluating, and selecting measures of affective development. This methodology can be helpful in the process of deciding which instrument is best suited for use with a particular program. (Author)

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A CLASSIFICATION OF MEASURES OF AFFECTIVE PERFORMANCE

by

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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ABSTRACT

This paper defines affective development as, "The growth of an individual's attitudes toward self, others, and institutions."

The intent of this paper is to provide educators with the information necessary to use existing measures of affective development in the evaluation of their education programs. This information includes:

1) a listing of recently designed measures of affective development;

2) a system for classifying these instruments; and

3) a method for evaluating the usefulness and appropriateness of these tests.

With these resources, educators will have a systematic method for identifying, evaluating, and selecting measures of affective development. This methodology will be helpful in the process of deciding which instrument is best suited for use with a particular program.

INTRODUCTION

Educators have always been concerned with the affective development of children. Historically, this concern has manifested itself in an education system with goals which relate to the affective domain. The "Ten Goals of Quality Education," created by the Pennsylvania State Board of Education, placed great emphasis on affective development. Reflecting the educators' interest in affective development are these goals: "Help every child acquire...

... the greatest possible understanding of himself;

... an understanding and appreciation of persons; and

... a positive attitude toward the learning process."[1]

In addition to these, nearly every other goal refers to some aspect of affective development.

It has been noted that the original statement of objectives for many education programs frequently has as much emphasis given to the affective domain as to the cognitive area.[2] However, in the implementation and evolution of education programs, the emphasis tends to shift strongly to cognitive objectives. David B. Krathwohl attributed this to the fact that cognitive objectives are more easily evaluated than affective objectives. "What is missing," says Krathwohl, "is a systematic effort to collect evidence of growth in affective objectives which is in any way parallel to the very great and systematic efforts to evaluate cognitive achievement."[3]

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1. "Ten Goals of Quality Education," Pennsylvania Education, September - October, 1970, p. 19.

2. David B. Krathwohl with Benjamin S. Bloom, and Bertram B. Masia, Taxonomy of Educational Objectives Handbook II: Affective Domain, N. Y., 1964, p. 16.

3. Ibid., p. 16.

The initial interest in this study stemmed from a report prepared by the Educational Management Development Center (EMDEC) in June, 1974. While doing a comparative analysis of two education programs, the lack of meaningful measures of affective performance was noticed. A brief literature review revealed that most of the research in affective evaluation is not published in easily accessible journals. Therefore, it was felt that the collection, classification, and evaluation of various measures of affective development would be a useful undertaking.

Since the development of evaluative measures in the affective domain has recently received new emphasis by educational researchers, it was extremely important to collect the most recent data available. With this objective in mind, educational research centers throughout the country were contacted. These included government sponsored agencies such as the Center for the Study of Evaluation (CSE), located at the University of California at Los Angeles, and the Learning Research and Development Center (LRDC), at the University of Pittsburgh. Also included were non-profit centers such as Research for Better Schools (RBS) in Philadelphia, and the Instructional Objectives Exchange (IOX) in Los Angeles. Concurrently with this effort, published literature was surveyed via the Educational Research Information Clearinghouse's (ERIC) computer-based reference system.* Finally, many descriptions and copies of measures were obtained through direct contact with test authors. As a result of the search for affective measurements, data on seventy two instruments were compiled. The sample consists of tests for which both copies and descriptions were obtained and instruments for which only descriptions were found. A listing

* The ERIC system was searched for all articles classified under the following descriptors: affective adjectives, behaviors, evaluation, objectives, and tests.

of the instruments used in the sample is found in APPENDIX I. A list of mailing addresses and descriptions for these instruments is found in APPENDIX II.*

The next two sections of this report contain a classification scheme of the collected instruments and a decision-making process for an educational needs assessment with respect to affective evaluation.

* The instruments themselves are not included in this report, but CSEC will assist readers in obtaining a copy of any instrument.

A CLASSIFICATION SYSTEM

For purposes of classification, affective development is defined as the growth of an individual's attitudes toward self, others, and institutions. This development may or may not be positive; positive development is exhibited by the degree to which an individual conforms to societal norms. More specifically, "attitudes toward self" refers to all aspects of self-concept, including the social, intellectual, and physical self. "Attitudes toward others" are reflected in an individual's personality traits, interpersonal skills, and peer interaction. "Attitudes toward institutions" encompasses an individual's feelings toward such entities as the school, home, and government, as well as the authority figures connected with them. Behavior such as conformity, acceptance of school rules, motivation, and cooperation reflect the positive development of attitudes toward institutions. Thus, behaviors are observable, while attitudes can only be inferred from behaviors or from what an individual expresses his/her attitude to be.

These classification categories and the number of tests collected in each are exhibited in Table I. The entries in each cell refer to the number of instruments in the sample which are contained in that category. Some of the instruments are listed in more than one cell because they are not confined to just one aspect of affective development.

TABLE I

Attitudes toward:	Self	Others	Institutions
	38	26	40

Within these three cells, tests have been further classified according to the following three criteria; 1) "Method of Administration," 2) "Grade Levels" covered by tests, and 3) "Scenario" employed by the test.

METHOD OF ADMINISTRATION

"Method of Administration" refers to how the instrument is given to students.

METHOD OF ADMINISTRATION (cont'd)

Four methods are:

1) Written - the student records his/her responses on an answer sheet;

2) Verbal - the student responds verbally to an interviewer who records the responses;

3) Observational - the student's general attitudes and/or behaviors are recorded by an observer; and

4) Task - the student is given a specific assignment to perform and his/her behavior is recorded by the administrator.

The concern with method of administration depends upon the flexibility of the educator using the instrument. For example, a single teacher may not be able to use an instrument which requires simultaneous observation of several children.

GRADE LEVELS

"Grade Levels" is an obvious classification concern. If an educator is trying to trace the affective development of individual students, consistency across grade levels becomes important. The educator should be able to compare the scores of tests taken some time apart and meaningfully graph an individual's affective development. If comparisons among individuals in the same age cohort are desired, consistency across grades becomes less important.

TESTING SCENARIO

"Testing Scenario" refers to the context in which the test is administered. Are hypothetical examples constructed or are real life situations used? Arguments have been made for and against using each type of instrument. In support of the hypothetical scenario is the argument that hypothetical examples allow children to project themselves into a world less affected by external forces than a real life situation. This argument claims that by using a hypothetical scenario, the experiences of a child directly preceding the test administration will be less likely to influence his/her responses to test questions. The result

is a more accurate picture of the child's general attitudes, rather than his/her feelings on a particular day. This scenario is illustrated by the following test item from a faces inventory.

> "Bobby is on his way to school. He gets to school. He opens the door and goes inside. Which one is Bobby's face?"[4]

Those in support of using the real life scenario argue that test questions, like the one above, can easily be misinterpreted by children. They hold that the same aspect of affective development can be measured more effectively if a direct method is used. The test item, "This is how I feel when I come to school"[5] illustrated the real life scenario. Any response to this item is considered a simple and clearly defined task, and for this reason, preferred by those in support of the real life scenario.

In APPENDIX I, the tests contained in the sample are categorized according to the above classification scheme. To summarize, this scheme classifies tests according to:

1) <u>aspects of affective development</u> - attitudes which may be directed toward self, others, or institutions;

2) <u>what the test measures</u> - measurement may be of attitudes or behavior;

3) <u>method of administration</u> - tests may be written, verbal, observations, or task;

4) <u>grade levels covered by test</u>; and

5) <u>testing scenario</u> - test context may be real life or hypothetical.

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4. Victor G. Cicirelli, <u>Children's Attitudinal Range Indicator</u>.

5. James Masters and Grace Laverty, <u>School Attitude Scale for First Graders</u>, Pennsylvania Department of Education.

A DECISION-MAKING PROCESS

The classification scheme developed in the previous section can be used as a tool in the decision-making process concerned with the evaluation of the affective component of an education program. This process should consider the following steps:

1) Assess the need for an evaluation in the specific areas of affective development.

2) If a need is identified, collect all alternative instruments which might satisfy this need.

3) Examine these alternatives with respect to their validity, reliability, administrative usability and examinee appropriateness.

4) Decide whether to use the best alternative available or forego the evaluation.

It is assumed that educators have recognized a need to evaluate the affective components of their education programs, but not that the specific aspects of affective development which need to be evaluated have been identified. This assessment must be done on an individual basis. Every administrator, using the objectives of his/her education program as guidelines, should determine which aspects of affective education need to be evaluated. To reach this decision, knowledge of the affective evaluation program already in use is needed.

A useful exercise has been designed to assist in step one of the decision-making process. To determine the areas of affective development being assessed by the present evaluative system, the form on Table II has been furnished. By filling in the appropriate spaces with the names of instruments presently in use, for each of the relevant grade levels, a total picture of an education program's present status with respect to affective evaluation can be seen. Clearly, areas not assessed by present instruments are areas where a need exists.

TABLE II

Needs Assessment Form

Major Classes / Grades	Self	Others	Institutions
Nursery			
Kindergarten			
First			
Second			
Third			
Fourth			
Fifth			
Sixth			
Seventh			
Eighth			

Once the specific areas of need have been identified, step two involves collecting alternative instruments. Table III can be used to determine the number of instruments compiled in this study that fulfill a need. For example, if the results of step one show a need for a third grade test that deals with attitudes toward self, a glance at Table III will reveal that eighteen instruments are available. The names of these tests, along with the test scenario, grade level and administrative method can then be found in APPENDIX I. The mailing addresses, and description of the tests can be obtained from APPENDIX II.

The third step in the decision-making process requires the educator to evaluate each instrument in three areas: 1) "Validity and Reliability," 2) "Administrative Usability," and 3) "Examinee Appropriateness."

VALIDITY AND RELIABILITY*

"Validity and Reliability" assessments are essential if administrators are to have confidence in the results. Validity refers to the extent to which an instrument measures what it purports to measure. Evidence of an instrument's validity includes correlations with other tests measuring the same aspect of affective development, the tests' utilization in experimentation, the number and quality of content analyses of the test (e.g., factor analysis, item analysis), the test's ability to discriminate between groups (e.g., delinquents vs. non-delinquents), and the usage of the test (e.g., clinical work, validity studies). Reliability is determined by the instrument's stability over time and equivalence, which is defined as the correlation between two alternative forms of a test taken by the same examinees at essentially the same time.[6] The test manual, which should accompany tests, is a source of information about the technical quality of an instrument.

* For a more complete discussion of validity, reliability, and test choice with respect to these concepts, see chapters 5 and 6 of Essentials of Psychological Testing, Lee J. Cronbach, second edition.

6. CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills, 1972, p. xvi.

TABLE III

Classifications by Grade of Tests Collected

Grade \ Major Classes	Self	Others	Institutions
Nursery	0	2	2
Kindergarten	11	8	13
First	15	11	21
Second	14	13	19
Third	18	13	21
Fourth	24	10	11
Fifth	27	16	18
Sixth	26	15	17
Seventh	15	9	10
Eighth	10	4	4

ADMINISTRATIVE USABILITY

"Administrative Usability" encompasses: 1) the test's comprehensiveness, 2) method of administration, 3) teaching feedback, 4) retest potential, and 5) refinement of test results. When examining the "comprehensiveness of a test," educators should view the breadth and depth of the instrument. Using both of these concepts with reference to the three aspects of affective development, these two questions are asked. How many of these aspects does the test cover and how well does it cover any one of them? Information on the breadth of the instruments used in this study can be found in the classification listings. Tests classified under more than one of the affective categories would be considered to have a wider scope than those found only in one category. Information on the depth that each of these instruments cover can only be obtained by a careful examination of the test questions.

Evaluation of the "method of administration" of a test will focus on the ease with which a test can be administered. The importance placed on this criteria will vary from one situation to the next and will be dependent upon the personnel and equipment available at the school setting. For example, if a test is classified as an observational instrument, its method of administration can be rated according to the following criteria:

a) the training required for the observer;

b) the possibility of it being teacher or student administered;

c) the time required for the test administration; and

d) the ease of scoring.

In contrast to this, an evaluation of the method of a written test might only be concerned with the third and fourth criteria mentioned above.

The "teaching feedback" of an instrument is a measure of a test's ability to provide unambiguous feedback which is easily interpretable and which will yield information useful for decision-making. Because of the various purposes that educators may have for administering a test, the type of information that is considered "useful for decision-making" may vary greatly. Administrators interested in evaluating a total education program will be interested in testing feedback quite differently than a teacher who is concerned about evaluating a particular child.

The "retest potential" of an instrument is measured by the number of alternative forms available for it. If these forms are similar in content, approach or method, validity and reliability, then the retest potential for the instrument would be considered very good.[7]

"Refinement of test scores" should be considered when determining the usefulness of the "results" of a test. Scores converted to percentiles, IQs or grade-placement are viewed as being well-graduated and for some purposes considered more desirable than deciles, stanines, and pass/fails.[8] The importance placed on this criteria, however, will depend upon the type of evaluation needed. Educators interested in program evaluation need not be as concerned with this refinement as those wishing to evaluate a class' or individual's performance.

EXAMINEE APPROPRIATENESS

"Examinee Appropriateness" for a particular class or a particular individual requires a close scrutiny of the instrument and a good knowledge of the students being evaluated. This phase of the decision-making process needs to be carried out by the individual in the education system who

7. Ibid., p. xxi.
8. Ibid., p. xix.

Examinee Appropriateness (Cont'd.)

best knows the particular examinees. To determine the examinee appropriateness of a test, one should be concerned with a test's content, level of vocabulary, instructions, means of recording responses, time required for administration, and pacing.

If this evaluation reveals that some of the test's vocabulary is too difficult or its content does not coincide with the experiential background of the students, appropriate adjustments should be made in the instrument. When choosing an instrument for an entire class, a test suited for the majority of the students can be used, but any evaluation of individual scores should allow for the differences in these criteria among the students.

Once all of the alternative instruments have been evaluated with respect to each of the areas discussed above, the final step is to make a decision as to which is the best alternative. This decision should take into account every aspect of the education program being evaluated and for this reason, it should not be made until individuals at all levels of the education system have been consulted. Ultimately, the decision will reflect the importance that each educator places on the different criteria being examined and the goals of the education program.

SUMMARY

Affective development was defined as the growth of an individual's attitudes toward self, others, and institutions. Using this definition as a basis, a classification scheme of affective measures was designed. This scheme accounted for:

1) the area of affective development;
2) the focus of the instrument;
3) the method of administration;
4) the grade levels covered by the instrument; and
5) the scenario employed by the instrument.

Finally, a decision-making procedure was outlined through which an educator could assess and satisfy the need of his/her education program for measures of affective development. This procedure involves needs assessment, collection of alternative instruments, an examination of the alternatives, and finally, deciding which measure can best be used to fulfill the evaluation need.

APPENDIX I

This Appendix contains names of tests, classified according to the scheme developed in the paper. Some names appear more than once; this indicates that the test falls into more than one category.

KEY

Test Name

* = Instrument in Pennsylvania's Quality Assessment Package

IOX = Instructional Objectives Exchange

Test Scenario

RL = Real Life Situations

Hy = Hypothetical Situations

Grade Level

NG = Not Given

N = Nursery

Administrative Method

(V) = Verbal

(W) = Written

(O) = Observation

(T) = Task

I. SELF

	Test Scenario	Grade Level	Administrative Method
About Me	RL	3-6	(W)
About Myself - Subtest of "The You Test"	RL	3-12	(W)
Achievement Competency Inventory (Form A)	RL	5-7	(W)
Achievement Competency Inventory (Form B)	RL	5-7	(W)
Affective Inventory	RL	K-12	(O)
Childrens Personality Questionnaire	RL	3-7	(W)
Childrens Reactive Curiosity Scale	RL	4-6	(W)
Childrens Self-Concept Index	Hy	K-3	(W)
Childrens Self-Concept Scale	RL	2-12	(W)
Coopersmith's Self-Esteem Inventory *	RL	4-12	(W)
Creativity*	RL	5-7	(W)
Early Pupil Form	RL	1-2	(W)
First Grade Adjustment Scale	RL	1	(O)
Frymier's Faces Scale	RL	K-5	(W)
How I See Myself	RL	3-6	(W)
Measure of Self-Concept (IOX) (The Class Play)	Hy	K-3	(W)
Measure of Self-Concept (IOX) (The Class Play)	Hy	4-6	(W)
Measure of Self-Concept (IOX) (Perceived Approval Situation)	RL	K-6	(T)
Measure of Self-Concept (IOX) (Television Actors)	Hy	K-3	(W)
Measure of Self-Concept (IOX) (Work Posting)	RL	K-6	(T)
Obscure Figures Test	RL	NG	(W)
Ohio State Picture Preference Scale	Hy	NG	(W)
Personality Rating Scale	RL	K-12	(W)
Pictorial Self-Concept Scale	Hy	K-4	(T)
Piers-Harris Self-Concept Scale	RL	3-12	(W)
Problem List	RL	3-6	(W)
Pupil Creativity Q Sort	RL	4-12	(T)
Pupil Opinion Form	RL	4-6	(W)
Self-Appraisal Inventory (IOX)	RL	K-3	(W)
Self-Appraisal Inventory (IOX)	RL	4-6	(W)
The Story of Jimmy	Hy	4-8	(W)
The Story of Tommy	Hy	1-3	(W)
SWCEL Student Questionnaire	RL-Hy	1	(V)
Torrance Test of Creative Thinking	RL	K-12	(W)
Van Looy's Expectancy Scale	RL	5-7	(W)
What I am Like	RL	4-9	(W)
What Would You Do? (IOX)	Hy	4-6	(W)

II. OTHERS

	Test Scenario	Grade Level	Administrative Method
About Me	RL	3-6	(W)
Acceptance of Ideas of Others (Star Form)	RL	1-3	(W)
Acceptance of Others	Hy	4-6	(W)
Achievement Competency Inventory (Form A)	RL	5-7	(W)
Achievement Competency Inventory (Form B)	RL	5-7	(W)
Achievement Competency Form (Summer Camp)	Hy	5-7	(W)
Affective Inventory	RL	K-12	(O)
Analysis of Communication in Education Instrument (ACE)	RL	K-3	(O)
Children's Attitudinal Range Indicator	Hy	K-3	(W)
Children's Reactive Curiosity Scale	RL	4-6	(W)
Children's Self-Concept Index	Hy	K-3	(W)
Children's Self-Concept Scale	RL	2-6	(W)
Differentiated Child Behavior Observational System (DCB)	RL	N-3	(O)
Early Pupil Form	RL	1-2	(W)
Early School Personality Questionnaire	RL	1-3	(W)
First Grade Adjustment Scale	RL	1	(O)
Intensity of Involvement Scale	RL	N-K	(O)
Junior Eysenck Personality Inventory	RL	2-11	(W)
Personal Record of School Experiences (PROSE)	RL	K-3	(O)
Personality Rating Scale	RL	K-12	(W)
Pupil Opinion Form	RL	4-6	(W)
Stanford Research Institute Classroom Observation Instrument (SRI-COI)	RL	K-3	(O)
SWCEL Student Questionnaire	RL-Hy	1	(V)
Understanding Others*	RL	5-7	(W)
Van Looy's Expectancy Scale	RL	5-7	(W)
What I Am Like	RL	4-9	(W)
What Would You Do? (IOX)	Hy	4-6	(W)

III. INSTITUTIONS

	Test Scenario	Grade Level	Administrative Method
About Me	RL	3-6	(W)
Affective Inventory	RL	K-12	(O)
Analysis of Communication in Education Instrument (ACE)	RL	K-3	(O)
Appreciating Human Accomplishments*	RL	5-7	(W)
Children's Attitudinal Range Indicator	Hy	K-3	(W)
Children's Self-Concept Index	Hy	K-3	(W)
Citizenship Inventory*	RL	5-7	(W)
Classroom Behavior Inventory	RL	K-3	(O)
Differentiated Child Behavior Observational System (DCB)	RL	N-3	(O)
Early Pupil Form	RL	1-2	(W)
Early School Personality Questionnaire	RL	1-3	(W)
The Faces Inventory (School Attitude Scale)	RL	2-4	(W)
First Grade Adjustment Scale	RL	1	(O)
Frymer's Faces Scale	RL	K-5	(W)
How About You (IOX)	Hy	4-6	(W)
"How I Feel" Attitude Inventory	RL	1-3	(W)
Interest in School*	RL	5-7	(W)
Ohio State Picture Preference Scale	Hy	NG	(W)
Parental Approval Index (IOX)	Hy	K-3	(W)
Parental Approval Index (IOX)	Hy	4-6	(W)
Personal Record of School Experiences (PROSE)	RL	K-3	(O)
Preparing for a Changing World*	Hy	5-7	(W)
Primary Academic Sentiment Scale (PASS)	RL	N-3	(W)
Pupil Opinion Form	RL	4-6	(W)
Reading Percepts Interview Schedule	RL	K-3	(V)
School Attitude Q Sort	RL	NG	(T)
School Attitude Scale (Faces Inventory)	RL	1	(W)
School Attitude Scale (Faces Inventory)	RL	1-3	(W)
School Morale Scale	RL	5-7	(W)
School Sentiment Index (Elementary)	RL	5-8	(W)
School Sentiment Index (Primary)	Hy	K-3	(W)
Self-Concept as a Learner	RL	3-6	(W)
Self-Concept as a Learner - Elementary Scale	RL	3-6	(W)

III. INSTITUTIONS (cont'd.)

	Test Scenario	Grade Level	Administrative Method
Self-Concept of Ability	RL	NG	(W)
Specific and Global Self-Concept	RL	4-8	(W)
Stanford Research Institute Classroom Observation Instrument (SRI-COI)	RL	K-3	(O)
The Story of Jimmy	Hy	4-8	(W)
The Story of Tommy	Hy	1-3	(W)
SWCEL Student Questionnaire	RL-Hy	1	(V)
Van Looy's Expectancy Scale	RL	5-7	(W)
Vocational Development Inventory*	RL	5-7	(W)

APPENDIX II

This Appendix contains an alphabetical list of the collected tests, as well as a short description of each test.* In addition, addresses for most of the tests are included.

ADDRESS KEY

EMDEC — Carnegie-Mellon University
SUPA/EMDEC
Pittsburgh, Pennsylvania 15213

IOX — Instructional Objectives Exchange
Box 24095
Los Angeles, California 90024

PDE — Pennsylvania Department of Education
Box 911
Harrisburg, Pennsylvania 17126

RBS — Research for Better Schools, Inc.
Suite 1700
1700 Market Street
Philadelphia, Pennsylvania 19103

*NOTE - An asterick (*) following the name of a test indicates the description was taken from Improving Education Assessment, An Inventory of Measures of Affective Behavior, by Walcott Beatty. (ERIC # ED 034 730)

1. About Me*

James Parker
Department of Education
Georgia Southern College
Statesboro, Georgia 30458

This self-report instrument assesses five areas of self concept which could be expected to be expressed in behavior in the school environment. These five areas are the self, the self in relation to others, the self as achieving, the self in school, and the physical self. There are six items for each of the five areas.

Each of the 30 items consists of a positive and a negative statement at opposite ends of a continuum. The respondent is to rate himself along a five-point scale between the two statements. The following are sample items taken from the instrument:

1 2 3 4 5	
I'm good in school work.	I'm not good in school work.
I'm popular.	I'm not too popular.
I don't get tired quickly.	I get tired quickly.
I'm not tall enough.	I'm tall enough.
I'm proud of me.	I'm not too proud of me.

Individual or group administration is possible. Scores are derived by summing the numerical values of individual items. High scores indicate a negative self concept; low scores, a positive self concept.

2. About Myself - Subtest of "The You Test"

Wallace H. Maw
College of Education
University of Delaware
Newark, Delaware 19711

This test which is one of three subtests consists of a self-report checklist of 41 statements. Each statement requires a response of never, sometimes, often, or always. The test deals with the concept of curiosity. It is a 41 item self-rating instrument. Examples are as follows:

a) If a grown-up says something, I believe it; b) I like to find out how things work;
c) I ask questions in school.

3. Acceptance of Ideas of Others (Star Form)

James R. Masters & Grace E. Laverty
PDE
"The Effects of a Schools without Failure Program," Report of First Year of Program, 1974

Pupils are asked to rate the value of each of their classmate's ideas. This test is very similar in form to the Acceptance of Others test (See #4). The student is given a list of his classmates and he must rate their ideas from 1 to 5.

4. Acceptance of Others

Same as #3.

Pupils were asked to rate classmates on the basis of how much fun it would be to do something with that person. This test was designed to determine pupil's attitudes toward classmates. The student is given a list of all the class members and they are instructed to rate each of their classmates from 1 to 5.

5. Achievement Competency Form (Summer Camp)

RBS
"Achievement Competence Training"
Additional Package Evaluation Test Sets

In this test, Summer Camp, a situation is presented to the child in which he must decide in a counselor position, how he would attend to camper's problems. An example is:

1. Tom: "I've always had other people telling me what to do...I'd like to do a few things for myself for a change, but I really don't know where to start."

As Tom's counselor, what would you do?

a) __ tell him to make a list of things he has done before which made him feel good.
b) __ tell him to write a letter to his mother asking for her suggestions.
c) __ tell him to join the baseball team.

6. Achievement Competency Inventory (Form A)

Same as #5.

This test is in the same test package as "Summer Camp" and uses the same procedure. The test questions deal with self-concept in relation to achievement and the student must answer "yes" or "no". Examples are as follows:

a) I'm often bored.
b) I usually finish things I start.
c) I'm a fairly special person.

7. Achievement Competency Inventory (Form B)

Same as #5.

This test is in the same test package as "Summer Camp" and deals with self image with a "yes" or "no" answering system. It is very similar to Form A of this same package. Examples of the questions are as follows:

a) When you get in an argument, is it sometimes your fault?
b) Will people usually do things for you if you ask them?

8. Affective Inventory

EMDEC
Nation's Schools

The teacher is given a list of polarities of personal behavior by which she rates each individual child. Some examples are:

a) Sensitivity to others: Acts only to fulfill his own needs - Concerned about others and modifies behavior accordingly.
b) Flexibility: Constrictive control of self, rigid - Flexible, easily modifies his behavior to meet change.
c) Friendliness: Reserved - Outgoing

9. Analysis of Communication in Education (ACE)

Garda W. Bowman
Follow Through Program
Bank Street College of Education
610 West 112 Street
New York, New York 10025

This systematic observation method can be used for evaluation by outside researchers or for self-analysis by teaching teams. The coding system used to analyse patterns of communication covers:

1) The mode of communication, such as expressing one's self voluntarily, asking and responding.
2) The substance of communication such as information, thoughts, ideas and feelings.
3) The flow of communication, i.e., who speaks to whom.

10. Appreciating Human Accomplishments

PDE
Quality Assessment Package

This test is one of nine tests designed for a study of quality education. It consists of 21 items that tap the perceived importance and degree of desired participation in political, scientific, sports, literature, art, music and theater activities.

11. Children's Attitudinal Range Indicator

Victor G. Cicirelli
Department of Child Development and Family Life
Purdue University
Lafayette, Indiana 47907

This test was designed to assess the child's positive and negative attitudes toward peers, home, school, and society. The subject is presented with unstructured and incomplete picture stories containing three stylized conventional faces depicting happy, neutral, or sad feeling tone. Having the subject indicate how each story should end, invites his identification with these faces and represents his investment of self in the situation presented, a projection of his own thinking, feelings, and judgement to determine outcome.

12. Children's Personality Questionnaire (CPQ)

Institute for Personality and Ability Testing (IPAT)
1602 Coronado Drive
Champaign, Illinois 61820

The CPQ consists of fourteen scales, which are defined by two poles or extremes. Examples are: reserved - outgoing; self-assured - apprehensive; and shy - venturesome. The test consists of 70 items and is administered without a time limit. Two forms of the test are available and it is generally recommended that both forms be used and interpretation be made on the composite scores for each factor. Examples of test items are:

3) Do you think you could do well at almost anything or just a few things?
8) In your group is someone else the leader or are you the leader?
9) Do you have many friends or just a few friends?

13. Children's Reactive Curiosity Scale

Penney, R.; McCann, B., "The Children's Reactive Curiosity Scale," Psychological Reports, 15: 323-334, 1964

This is a 100 item true/false test with a built-in lie or validity scale. Some examples from the Reactive Curiosity Questionnaire are as follows:

5) Sometimes it is fun to be a little bit scared.
6) I like arithmetic.
8) I like everyone I know.
27) I like to learn new words.

14. Children's Self-Concept Index

Victor G. Cicirelli
Department of Child Development and Family Life
Purdue University
Lafayette, Indiana 47907

This test was designed to assess the degree of positive self-concept of children in primary grades. The subject's self-perception with respect to peer acceptance and positive reinforcements in the home and at school were the major areas of emphasis.

Descriptions of different children are given and the child is asked to mark the child most like himself.

15. Children's Self-Concept Scale*

EMDEC

The instrument consists of 100 simple declarative statements with Likert-type scoring. Sample items from the scale are:

20) Sometimes I cannot do anything right.
30) If I could, I would hurt my friends.
50) People really like me.
80) Sometimes my friends try to hurt me.

16. Citizenship Inventory

PDE
Quality Assessment Package

This test is one of nine tests designed for a study of quality education. The test consists of 44 items and the general item content is as follows:

1) Situational ethics;
2) Attitudes toward personal responsibility issues;
3) Concern for democratic principles; and
4) Initiation in advocating change.

17. Classroom Behavior Inventory

Victor G. Cicirelli
Department of Child Development and Family Life
Purdue University
Lafayette, Indiana 47907

This test was designed to assess children's motivation to achieve in school learning. It consists of 22 items and a 5 point rating scale with the descriptives of "never", "rarely", "half of the time", "often", and "almost always". The teacher is to rate the individual's motivational behavior and examples of the questions are as follows:

a) Does he continue working when not under direct supervision?
b) Does he try to figure things out for himself before asking for help?

18. Coopersmith's Self-Esteem Inventory*

FDE
Quality Assessment Package

This 58-item inventory is a method of studying self concept. In addition to a lie scale, the Self-Esteem Inventory has four subscales -- self, social, home, and school.

Students respond to simple declarative sentences by checking "like me" or "unlike me" columns. The test is scored by totaling the "like me" and "unlike me" responses for each of the four scales and then adding these together. Sample items:

1) I spend a lot of time daydreaming.
15) Someone always has to tell me what to do.
30) It's pretty tough to be me.
45) If I have something to say, I usually say it.

19. Creativity

FDE
Quality Assessment Package

This test is one of nine tests designed for a study of quality education. The test consists of 39 items which pertain to one's willingness to take risks and engage complex ideas, curiosity, degree of self direction and extent of flexible thinking.

20. Differentiated Child Behavior Observational System (DCB)

Sylvia Ross
Bank Street
College of Education
610 West 112 Street
New York, N. Y. 10025

The DCB Form is designed to provide quantitative and qualitative data regarding children's verbal and non-verbal classroom behaviors. A single DCB Form is used for each five-minute interval of observational recording. The observations follow a systematic course which is designed to provide representative samples of the behaviors of all the children in the classroom. The six major behavioral categories of the DCB are: Gives information; Asks questions; Expresses; Acts destructively; Organizes and manages; and Represents and symbolizes. Category III ("Expresses") includes both verbal and non-verbal behaviors which are primarily affective in content.

Examples of the behaviors included in this category are that the child expresses:

a) feelings, attitudes, opinions
b) affection, warmth, humor
c) concern for others
d) unwillingness to share

21. Early Pupil Form

T. Jerome Rookay and Alice L. Valdes
HAS
"A Study of Individually Prescribed Instruction and the Affective Domain," 1972

This is a 50-item Likert-style inventory directed toward pupil attitudes. It is a self-report of perceived attraction of peers, teachers, and activities. The answer format is a three point continuum: agree, disagree, or don't know.

22. Early School Personality Questionnaire

Institute for Personality and Ability Testing (IPAT)
1602 Coronado Drive
Champaign, Illinois 61820

This 80-item questionnaire consists of thirteen scales relating to psychological variables which have been isolated through factor analysis. Examples of the scales are: reserved - outgoing; shy - venturesome; and placid - apprehensive. ESPQ was designed for group administration.

Samples of test questions are:

7) When your mother is angry: (a) do you feel happy anyway, or (b) do you feel like crying?
11) Do you like to (a) tell other children what to do, or (b) do what other children want to do?

23. First Grade Adjustment Scale

Medinnus, Gene R., "The Development of a First Grade Adjustment Scale," Journal of Experimental Education, Vol. 30, No. 2, Dec. 1961, PP. 243-248

This test requires the teacher to rate each child from "1 to 5" (3 being average) on items grouped into these five major areas:

1) Physical Status and Motor Behavior
2) Social Behavior
3) Emotional Behavior
4) Intellectual Abilities and Behavior
5) Adjustment to Classroom Membership and Requirements

Examples of items are:

7) Willingness to share
   1 - Unwilling to share; hasn't learned to share
   5 - Always willing to share

3) Ability to follow directions
   1 - Doesn't follow directions
   5 - Follows directions well

19) Acceptance of teacher's role
   1 - Rebellious against authority; defiant
   5 - Accepts teacher's (authority) role

24. Frymier's Faces Scale*

EMDEC

This is an experimental scale designed to measure self concept and motivation of five to ten year old children.

Forms A and B each contain 18 questions about the child's feelings toward family, school, friends, and self. After the teacher reads each question, the child responds by placing an "X" on either the smiling or the frowning face by the item number on his answer sheet. The Faces Scale may be administered to groups.

Examples of items:

How do you feel about how healthy and strong you are?
How do you feel about how much you know?
How do you feel about going to church?
How do you feel about the way your teacher treats you?

25. How About You (IOX)

IOX
Measures of Self Concept: Grades K-12, revised edition, 1972

This inventory consists of ten items, each with three alternatives, that describe a person in relation to school and school work. The respondent is asked to imagine he is writing an essay about himself, and to select the descriptions which best describe him. The items present school situations; the alternatives reflect a continuum of success/failure behavior or perception of the self.

An example is:

You can probably remember most of your teachers. Most of them probably remember you as:

a) A good student
b) An average student
c) A poor student

26. "How I Feel" Attitude Inventory*

Catherine Archibald
Collier County Board of Public Instruction
Naples, Florida 33940

This instrument assesses primary students' attitudes toward school and reading. It can be modified to measure attitudes toward many other things by simply changing the stimulus statements.

The Reading Inventory consists of 12 statements which are read to the students by the teacher. The following are examples of the statements:

"I feel this way when it is time for my reading lesson."
"I feel this way when my teacher chooses me to read aloud to the class."
"I feel this way when I meet new words while I am reading."

In response to each statement, the student circles the one of a set of six faces which portrays his feelings. In each set of six faces there are expressions of happiness, sleepiness, fear, anger, unhappiness, and indifference.

27. How I See Myself*

Ira J. Gordon, Director
Institute for Development of Human Resources
College of Education
University of Florida
Gainesville, Florida 32601

This self-report instrument is designed to measure dimensions of self concept. Group administration is possible, and instructions and items may be read by the students or by the teacher to the students. Each item consists of two diametric statements with a five-point scale between them along which the student rates himself. Sample items:

	Elementary Form					
Nothing gets me too mad.	1	2	3	4	5	I get mad easily and explode.
I don't stay with things and finish them.	1	2	3	4	5	I stay with something till I finish.

28. Intensity of Involvement Scale*

Boyd R. McCandless
Department of Psychology
Emory University
Atlanta, Georgia 30322

This observational method has been used in teacher-structured situations and may be equally useful in free play situations. It entails observations five seconds in length which are then categorized according to six subjectively identified degrees of involvement. The six categories are described in behavioral terms to guide the observer, who records a number for each observation period. Briefly, the six categories are "unoccupied," "onlooking," "minimal-minimal," "minimal," "attention moderate," and "complete."

29. Interest in school

PDE
Quality Assessment Package

This test is one of 9 tests designed for a study of quality of education. The test consists of 17 items which correspond to the following content areas:

1) perception of the school climate,
2) attitude toward school assignments, and
3) perception of the learning process.

30. Junior Eysenck Personality Inventory*

Educational and Industrial Testing Service
P. O. Box 7234
San Diego, California 92107

This scale is designed to measure neuroticism and extroversion/introversion of children. The test consists of yes and no questions, and has three scales for scoring. Examples of items:

Do you like plenty of excitement going on around you?
Do you often need kind friends to cheer you up?
Do you nearly always have a quick answer when people talk to you?

31. Measure of Self-Concept (IOX) (Perceived Approval Situation)

IOX
Measures of Self-Concept: Grades K-12, revised edition, 1972

This instrument is designed to measure self-concept by creating a situation in which students are allowed to display three aspects of self-esteem:

1) Self confidence in ability.
2) Willingness to place oneself in a vulnerable social position.
3) Confidence in other's opinion toward self.

32. Measure of Self-Concept (IOX) (Television Actors)

Same as #31.

This inventory asks the respondent to consider television roles which he would be willing to play in a fictitious television show. Eighteen items are presented, some of which would be generally considered aversive, for example, a "dirty-faced child." The respondent's score is computed simply by determining the number of roles he would be willing to play.

This inventory is based on the assumption that an individual who possesses a positive self-concept will be willing to project himself into a wider variety of roles than one who has a less strong self-concept. One who is secure in aspects of his own identity can play a make-believe role without threat. Examples are:

3) Will you play the part of an angel?
6) Will you play the part of a lonely child?
13) Will you play the part of a fireman?

33. Measure of Self-Concept (IOX) (The Class Play) (Primary)

Same as #31.

This instrument asks children to pretend that they are to be selected for a play. They are asked to select the roles for which their peers would choose them. The number of "yes" responses to favorable votes indicates the total score for the respondent. The assumption is that an individual who has a positive self-concept will perceive that others would be likely to cast him in roles which carry a positive image.

There are twenty questions in this test. Examples should be answered "yes" or "no":

1) Would they choose you to be a hard worker?
7) Would they choose you to be the quitter?
11) Would they choose you to be the successful person?

34. Measure of Self-Concept (IOX) (The Class Play) (Elementary)

Same as #31.

The elementary form of the "Class Play" is similar to the primary form with the only difference being in the format of the answer sheet.

Refer to the Measure of Self-Concept "The Class Play" for the Primary level.

35. Measure of Self-Concept (IOX) (Work Posting)

Same as #31.

This is an observational instrument designed to measure self-concept. The teacher need merely announce the opportunity to post work after one lesson. This measure is based on the assumption that students with a positive self-concept will want to display their work and will not hesitate to do so.

36. Obscure Figures Test*

EMDEC

The OFT is a potentially useful instrument in studies concerned with creativity and curiosity It is comprised of 40 line figures which can be perceived as representing various objects. The respondent's task is to think of something that each figure might represent. The test may be administered individually or to groups. Working time is usually limited to 10 minutes, though many do complete the test in less time.

37. Ohio State Picture Preference Scale*

Jack R. Frymier
School of Education
Ohio State University
Columbus, Ohio 43210

OSPPS provides a nonverbal measure of creativity, delinquency-proneness, and motivation toward school. OSPPS consists of 100 items, each having a pair of pictures. For each item, the child is to choose the picture that he prefers. It is assumed that each time a respondent makes a choice, he brings his perceptual apparatus and his previous experience to bear on the decision involved and "projects" himself into the response, at least to some degree.

38. Parental Approval Index (IOX) (Primary)

IOX
Measures of Self-Concept: Grades K-12, revised edition, 1972

The inventory attempts to assess the extent to which a child values himself as unconditionally accepted by his mother. This is a twenty item inventory which asks the respondents whether 1) their mothers would approve and 2) how they would feel about them as they engaged in the ten actions presented. The students respond by marking "yes" or "no" on their response sheet. Example:

1) Would your mother approve if you had just been caught telling a lie?
Would your mother dislike you if you had just helped around the house without being told?

39. Parental Approval Index (IOX) (Elementary)

Same as #38.

This brief ten item inventory is based on the same principle as the Parental Approval Index for the primary grades. The tests differ only in the format of the answer sheet. With this test, the child is asked to respond to the question as follows: "like me, dislike me, wouldn't care." Points are assigned to each response in this way:

Like me = 2
Dislike me = 1
Wouldn't care = 0

An example is:

1) If you had just been caught telling a lie, what would your mother think about what you did? Approve_____ Not Approve_____ Wouldn't Care_____
How would your mother feel about you as a person?
Like me_____ Dislike me_____ Wouldn't Care_____

Refer to Parental Approval Index for primary for further details.

40. Personal Record of School Experience (PROSE)

EMDEC

PRCSE is an observation instrument particularly relevant to the experiences young children have in primary classrooms. Items on the sheet which refer to the affective development of the target child include: helped another pupil, comforted another pupil, showed affection for another pupil, received help or affection, showed hostility toward an adult and showed affection for an adult. Observations are recorded on a sheet which can be read by an optical scanning device and transferred to magnetic tape for computer processing.

41. Personality Rating Scale*

S. Mary Amatora
Tests and Services Associates
120 Detzel Place
Cincinnati, Ohio 45219

This scale may be used with all school age subjects (K-12) to appraise 22 areas of personality. The wording of items is at the third-grade level so that most subjects may complete the scale unaided; however, below the third grade it is necessary for the administrator to ask the subjects questions and record their responses.

Each student rates several of his classmates and himself. Then each student is given all ratings made of him, he averages the ratings, and constructs a personality profile for himself.

In the third grade or above, the scale can be group-administered in 30 to 40 minutes with each child rating 10 to 15 others. Items are in the form of questions, and responses are based on 10-point continua.

The following are examples of items:

(Intelligence)	very dull				average				very bright	
2. How bright or intelligent is he?	1	2	3	4	5	6	7	8	9	10
(Courtesy)	very impolite				average			always polite		
3. How polite and well-mannered is he?	1	2	3	4	5	6	7	8	9	10

42. Pictorial Self-Concept Scale for Children in K-4

National Auxiliary Publications c/o
CCM Information Corporation
909 Third Avenue
New York, New York 10022

The Pictorial Self-Concept Scale consists of 50 picture cards with simplified line drawings. A central figure is designated by a star and depicted in various situations. The child sorts the cards into three piles indicating that the starred figure is "like me", "sometimes like me", or "not like me."

43. Piers-Harris Self-Concept Scale*

Counselor Recordings and Tests
Box 6184
Acklen Station
Nashville, Tennessee 37212

This instrument consists of 80 declarative statements for which the subject responds "yes" or "no" to indicate whether or not they apply to him. Through factor analysis the following six major dimensions were identified: behavior, general and academic status, physical appearance and attributes, anxiety, popularity, and happiness and satisfaction. This scale is appropriate for students in the third grade and above. In grades three, four, five, and six the statements should be read to the students; only in the seventh grade and above should students be left to read to themselves.

43. Piers-Harris Self-Concept Scale* cont'd

Some of the items from the scale are:

1) My classmates make fun of me.
16) I have good ideas.
31) In school I am a dreamer.
46) I am among the last to be chosen for games.
61) When I try to make something, everything seems to go wrong.
76) I cry easily.

44. Preparing for a Changing World

FDE
Quality Assessment Package

This test is one of 9 tests designed for a study of quality education. The test consists of 29 items which require students to project themselves into the future and indicate their degree of comfort with sweeping changes in societal regulations. Content includes the perceived importance of continued education in coping with change, opinions regarding changes in school, work and travel regulations and attitude toward change in school setting and instructional methods.

45. Primary Academic Sentiment Scale (PASS)

Glen Robbins Thompson
Priority Innovations, Inc.
P.O. Box 792
Skokie, Illinois 60076

The purpose of the instrument is to assess the attitudes of pre-school and young school children toward learning and school.

The test consists of a small booklet given to each child and a set of questions read by the teacher. The child is instructed to circle the picture of the object or activity he likes best.

PASS may be administered by untrained personnel to groups of children who respond nonverbally to stimulus statements read by the tester. Procedures are detailed in the manual.

46. Problem List*

Gary E. Stollak
Dept. of Psychology
Michigan State University
East Lansing, Michigan 48823

This checklist of 237 child problems has been used in child psychopathology and psychotherapy, mainly in research studies and in pre- and post-therapy. It is self-administrative and scoring is simply a tabulation of problems checked.

47. Pupil Creativity Q Sort*

Eleanor H. Barberhousse
17500 McWade Court
Rockville, Maryland 20855

The pupil is given 50 cards, each with a statement that can be used to describe a person's concept of himself in terms of traits that are exhibited by creative people. He is to arrange the cards in nine piles, from most like himself to least like himself, with the following numbers of cards in each pile:

1 2 5 10 14 10 5 2 1

Some of the 50 statements are:

5) I am interested in what everyone else does.
10) I value myself highly and I value others as highly as myself.
15) I am more comfortable when I am with people than when alone.
20) I seldom engage in any activity that is not safe.
30) I am guided by what other people expect of me.

48. Pupil Opinion Form

T. Jerome Rookey
Research for Better Schools, Inc.
1700 Market Street
Philadelphia, Pa. 19103

The Pupil Opinion Form contains three separate measures:

1) a 39 item attitude inventory which measures the pupil's attraction toward ego-risk and independence.
2) a 24 item attitude inventory which measures the pupil's self-concept; this measure involves the three vantage points of self perception: (1) the self as viewed by the self, (2) the self as the self believes others perceive the self, and (3) the self as it compares to others. They use these concepts to appraise themselves: (1) the physical being, (2) the intellectual being, (3) the emotional being, and (4) social being. This test is a 24 item Likert-style attitude inventory.
3) an 8 item attitude inventory which measures the pupil's attitude toward his school.

49. Reading Percepts Interview Schedule*

Samuel Weintraub
Dept. of Education
University of Chicago
Chicago, Illinois

This is an information-gathering technique designed to help assess children's perceptions of the reading act. The schedule is individually administered and the interviews range from 15 to 40 minutes in length. Interviews are scored by empirically derived categories.

50. School Attitude Q Sort*

William F. Rowe
487 Steeple Chase Lane
Somerville, N.J. 08876

This Q Sort contains 60 items. It is designed to measure the subject's attitudes toward schooling, authority-discipline and schoolwork.

51. School Attitude Scale (Faces Inventory) (First grade)

James R. Masters & Grace E. Laverty
PDK
"The Effects of a Schools without Failure Program," Report of First Year of Program, 1974

This 18 item faces inventory was developed to measure children's attitudes toward school. The student responds to each item by marking the face that indicates how he would feel in a given situation. Examples of items are:

3) This is how I feel when we learn to read.
4) This is how I feel when we sing songs in school.
5) I feel like this when I talk to my teacher.

52. School Attitude Scale (Faces Inventory) (Primary)

Same as #51.

This 30 item inventory has the same format as the School Attitude Scale for first graders.

Examples of items are:

25) I feel like this when I tell my classmates about my ideas.
28) This is how I feel when my parents find out how I am doing in school.

53. School Morale Scale*

Lawrence S. Wrightsman
George Peabody College
Box 512
Nashville, Tennessee 37203

This instrument assesses seven different areas of school morale - School Building, Instruction and Instructional Materials, Teacher-Student Relationships, Community Support and Parental Involvement, Relationships with Other Students, Administration and Regulations, and General Feelings About School.

The scale is composed of 84 items for which the student marks either "agree" or "disagree."

54. School Sentiment Index (IOX) (Primary)

IOX
Measures of Attitude Toward School: Grades K-12

This test deals with a child's feelings towards school work, school activities, teachers and classmates. The child responds to each item by marking "true" or "untrue."

Examples of items are:

a) My teacher grades too hard.
b) It is hard for me to stay happy at school because I wish I could be somewhere else.
c) My class is too crowded.
d) I like to stay home from school.

55. School Sentiment Index (IOX) (Elementary)

Same as #54.

See description for School Sentiment Index (Primary Level).

56. Self Appraisal Inventory (IOX) (Primary)

IOX
Measures of Self-Concept: Grades K-12, revised edition, 1972

This direct self report device attempts to secure a child's responses to questions which pertain to four aspects of the self concept. Three of the four dimensions (family, peer, scholastic) are viewed as arenas in which one's self concept has been (or is being) formed. A fourth dimension reflects a more general, global estimate of self esteem.

This inventory consists of thirty-six questions to be asked of children. Children respond to each question as it is read by putting a mark through "yes" or "no" on their response sheets.

Examples:

1) General: "Are you a good child?"
2) Family: "Are you an important person in your family?"
3) Peer: "Would you rather play with friends younger than you?"
4) Scholastic: "Can you get good grades if you want to?"

57. Self Appraisal Inventory (IOX) (Elementary)

Same as #56.

This inventory is based on the same principle as the self-appraisal inventory for the primary grades. The tests differ in the difficulty of the questions and format of the answer sheet.

The inventory consists of seventy-seven statements to which students respond "true" or "untrue". The statements may be read independently by the students or orally by the teacher, depending on the student's reading ability.

Examples:

1) General: "I can always be trusted."
2) Family: "I often get into trouble at home."
3) Peer: "Most children have fewer friends than I do."
4) Scholastic: "School work is fairly easy for me."

Refer to Self Appraisal Inventory for the primary grades for further details.

58. Self-Concept as a Learner*

Gordon F. Ziddle
West Education Annex
University of Maryland
College Park, Md. 20740

The scale consists of 36 statements which pertain to four categories - motivation, intellectual ability, task orientation, and class membership. Students circle "yes" by statements they agree with and "no" by those they disagree with. One point is scored by each correct answer.

Examples of items:

"I usually like to go to school." "I do well on tests."
"I get my work done on time." "I find it hard to talk to classmates."

The test may be administered to groups with the statements being read aloud by the teacher or by the students themselves.

59. Self-Concept as a Learner (Elementary Scale)*

John K. Fisher
Dept. of Psychology
Edinboro State College
Edinboro, Pa. 16412

The purpose of this instrument is to assess a person's views of himself as a class member, a task-oriented individual, a problem solver, and a motivated individual.

Results correlate fairly well with the California Test of Personality.

60. Self-Concept of Ability*

This self-rating scale in two forms, A (general) and B (specific), consists of eight questions related to school ability. The eight questions are the same in both forms, but the answer formats are different. In Form A the subject rates himself on a five-point scale in answer to each question; in Form B the subject rates himself four times, in regard to mathematics, to English, to social studies, and to science, for each question.

61. Specific and Global Self-Concept*

Lois Stillwell
3921 Woodthrust Road
Akron, Ohio 44314

The instrument purports to measure specific as well as global self concept, e.g., "myself as a student," "myself as a reader." It consists of nine scales, each of which presents five steps along a continuum between two diametric adjectives, e.g., very strong, somewhat strong, average, somewhat weak, very weak. Possible score on each scale ranges from one to five. Total score is the sum of scores on all nine scales.

The instrument has the following instructions at the top: "Circle the term in each row which best describes _____."

62. Stanford Research Institute - Classroom Observation Instrument (SRI - COI)

Stanford Research Institute
Stanford, California

The SRI-COI was developed for a study of Follow Through and non-Follow Through Classrooms. It has three major parts: 1) a section for describing the physical environment, the Observational Summary Form (OSF), 2) a Classroom Checklist of Activities (CCL), and 3) a Five-Minute Interaction Observation (FMO) form. The FMO is completed four times an hour and answers four questions about action: 1) Who does it?, 2) To whom is it done?, 3) What is done?, and 4) How is it done?. Four items referring to the affective aspects of an interaction between people or with materials are found in the code used for answering the question, "How is it done?".

63. SWCEL Student Questionnaire*

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This is a test designed to assess "non-cognitive (personality, motivation) characteristics of first grade pupils." It is an interview technique consisting of six parts - (a) test/school anxiety; (b) sex role identification; (c) self-esteem; (d) acquiescence; (e) gratification delay; and (f) individual mastery.

Responses to the items are either yes-no or very short answers. The interviewer records responses directly on the questionnaire form.

Sample items are:

"Do you like to take toys to school and show them to the children?"
"Do you think you will pass to the second grade?"
"Each circle stands for some person, which one are you?"
O O O O O
"Would you rather have a penny today or wait until tomorrow for 5¢?"

64. The Faces Inventory

EMDEC

This 32 item instrument is designed to measure children's attitudes toward certain situations in their lives. The child responds to items by marking one of the four faces that depict these moods; very sad, a little sad, a little happy and very happy.

Examples of test items are:

"How do you feel when you go to the zoo?"
"How do you feel when you go to the doctor?"
"How do you feel when you learn to read in school?"

65. The Story of Jimmy

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The Institute of Child Study Security Test called "The Story of Jimmy" is organized around the concept of security. The test is designed to obtain a measure of security as revealed by the child's pattern of security development. The test also provides a measure of the child's consistency in dealing with the current significant events of his life.

The test is in story form and describes a day's events as they happen to "Jimmy."

An example is:

"Jimmy arrived at school. The grounds were empty and everyone was in class..... Jimmy felt that he might have to give the teacher some explanation for being late. He wasn't too sure what he would say. Jimmy wondered whether to:

- say that he would try his best to plan not to be late again ( )
- count on the teacher not asking for an explanation ( )
- tell the teacher that he slept in ( )
- hope the teacher wouldn't be angry at him ( )
- say that it wasn't his fault he was late ( ) "

66. The Story of Tommy

Same as #65.

This test has the same objectives and administrative form as "The Story of Jimmy", but is designed for the primary level. See the description for the test, "The Story of Jimmy."

67. Torrance Test of Creative Thinking*

Personnel Press, Inc.
20 Nassau Street
Princeton, New Jersey 08540

These tests assess various kinds of creative functioning, various types of creative development, and outcomes of experimental materials and methods. They are also useful in identifying certain types of creative potentialities.

Individual administration is necessary with kindergarteners through third graders, except with the figural tests. All other tests may be group administered.

68. Understanding Others

PDE
Quality Assessment Package

This test is one of 9 tests designed for a study of the quality of education. The test consists of 9 items which pertain to attitudes toward those who differ in race, religion, and economic status.

69. Van Looy's Expectancy Scale*

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This scale was designed to measure pupils' self-expectations and their perceptions of their parents', teachers', and peers' expectations of them. The scale can be administered to groups, and no time limit is imposed. It consists of 48 items such as the following:

I am expected:	by my parents	by my teacher	by my friends	by myself
1) To take care of my personal property				
2) Not to fight	—	—	—	—
17) To be popular	—	—	—	—
42) To finish a job once I've started it	—	—	—	—

Students make four responses to each item according to a scale with five levels - never, sometimes, about half the time, most of the time, always.

70. Vocational Development Inventory

PDE
Quality Assessment Package

This test is one of 9 tests designed for a study of the quality of education. The test consists of 39 items which measure maturity of attitudes toward a career choice and the development of educational/occupational plans. The relative importance of work and the satisfaction derived are also measured.

71. What I am Like*

EMDEC

This is a self-rating scale based on Osgood's concept of the semantic differential. It should be used only for group comparisons, not for individual pupil diagnosis.

The instrument consists of three subtests, each containing 10 items. The first, "What I Look Like," consists of adjectives characterizing physical attributes (short-tall, clean-dirty, awake-sleepy, etc.). The second, "What I Am," attempts to measure self-image from a psychological point of view (happy-sad, somebody-nobody, bold-shy, etc.). The third, "What I Am Like When I Am with My Friends," concerns social attributes (give-receive, agree-fight, follower-leader, etc.). Five-point bipolar scales are used in each subtest.

72. What Would You Do? (10X)

10X
Measures of Self-Concept: Grades K-12, revised edition, 1972

This inventory presents eighteen fictitious situations, each followed by four actions or interpretations. The person completing the inventory is asked to choose one of the four alternatives that is most like what he would think or do. Two of the four choices are designed to reflect the behavior or thoughts of one who possesses a positive self concept, two choices to reflect the behavior or thoughts of one with a negative self concept.

The items in the instrument deal with the following dimensions: (a) accomodating to others, (b) expectations of acceptance, (c) courage to express opinions, (d) willingness to participate, (e) expectation of success.

An example is as follows:

"Your club is planning to put on a puppet show. You want to...
A) work a puppet
B) paint the scenery
C) watch the show
D) not have to do anything"

APPENDIX III

REFERENCES

1. Victor G. Cicirelli, Children's Attitudinal Range Indicator.

2. Lee J. Cronbach, Essentials of Psychological Testing, second edition, chapters 5 and 6.

3. CSE-RBS Test Evaluations: Tests of Higher-Order Cognitive, Affective, and Interpersonal Skills, 1972, p. xvi.

4. David B. Krathwohl with Benjamin S. Bloom, & Bertram B. Masia, Taxonomy of Educational Objectives Handbook II: Affective Domain, N. Y., 1964, p. 16.

5. James Masters & Grace Laverty, School Attitude Scale for First Graders, Pennsylvania Department of Education.

6. "Ten Goals of Quality Education," Pennsylvania Education, September - October, 1970, p. 19.